

Outdoor Play Adapted for Children who are Partially Sighted or Blind



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Introduction

Why provide adapted outdoor play for children who are partially sighted or blind?

Playing outdoors is one of the delights of childhood. Active outdoor play engages the whole child: mind, body and spirit. It offers experiences that are the basis for understanding the world. These learning experiences can be learned nowhere else and they are essential to understanding language and literacy.

Vision motivates and facilitates learning in many ways:

- The outdoor environment invites exploration and a variety of hands-on experiences. A flower strewn lane, winding out of sight calls out the adventurer in all of us.
- When children move towards a desired destination, they understand space.
- Children see what others are doing and they have the ability to imitate action and behaviour, thereby supporting socialization. A boy sees another child launching rock missiles into the glassy lake and is inspired to join in!
- Active children use their bodies in a variety of ways and develop skills, good physical habits and fitness levels.
- It allows children to anticipate the actions of fast moving and unpredictable peers so that there is enough time to get out of the way. Confidence in moving outdoors is the foundation for competence in moving independently in the world later on.

As an Early Childhood Intervention Specialist, I observe the lack of outdoor participation in many of my clients. I hear concerns that the child who is partially sighted or blind wants only to hold hands with an adult or stay near the door until playtime is over. Parents express longing for their child to play with other children more.

Physical, mental, social and emotional growth are significantly impacted when a child is partially sighted or blind. The good news is that these children can learn and develop in a supportive environment without vision by using their other senses! However it must be emphasized, these children are unlikely to participate fully in a variety of outdoor play activities without modification.

This booklet is designed to provide parents, playgroups, preschools, early learning centres and kindergarten programs with outdoor play activities that are adapted so that all children can move, learn and have fun.

Guidelines

Safety

Strategies for safe and confident travel are taught by Orientation and Mobility Specialists. Children who are partially sighted or blind may need to learn protection techniques, trailing, and cane skills. An Orientation and Mobility Specialist is qualified to do an environmental assessment of outdoor play areas and make recommendations to improve safety if necessary. Ask your Early Intervention Specialist or other community specialist in low vision whether a referral to an Orientation and Mobility Specialist is appropriate.

It is not enough to teach mobility skills and ensure safety of the equipment and playground. All young children should have adequate adult supervision while playing outdoors and the adults must stay focused and remain engaged with the children.

Sunglasses with UV protection and wide-brimmed hats are highly recommended for all children during outdoor play.

Age range

An age range is not provided for the activities in this book because children do not fit neatly into typical age norms. Additionally, children who are partially sighted or blind may have

other challenges. The child's developmental stage, rather than the chronological age, is usually the best guide to planning.

Allow enough time for the play activities

Children may need additional time to approach and understand an activity because it takes longer to gather and process information through the sensory channels of hearing, touch, taste and smell. Everyone needs time to allow their eyes to adjust to changes in lighting. Those who are partially sighted usually take longer to adjust to these changes and in some cases may not be able to adjust without light filtering strategies.

Willingness to participate

Sometimes children resist our efforts to help them engage in play; this may be an effort to control a situation where they are unsure of what to expect. Keep trying! My experience is that gentle persistence over a period of time pays off!

Children must be emotionally ready to play. Usually a new activity is best introduced when the child is well rested and calm, by someone who is known and trusted by the child. It may be helpful to allow the child to take part in the activity set up and to talk through the process before others join. Participation may be supported by offering an activity that is a variation on something already familiar; the section, 'Ready for more' will provide a suggestion. Be sure to make the play activity available often to support the slow-to-warm-up participant.

Avoid regimenting outdoor playtime but allow for free choice of activities from many options. Be sure to guide the child to all play areas so that the location and name of the area are well understood. Encourage interaction with peers with the focus on cooperative rather than competitive activities.

High contrast

The use of high contrast simply means making sure that the items a child is using stand out well against the background on which they are presented. The child should use dark objects on a light background or light objects on a dark background. Solid (not patterned) surfaces contribute to better contrast.

Lighting

Light reflecting off surfaces can cause glare and reduce visibility. Some eye conditions require particular adaptations and considerations in environments with strong lighting or low lighting. An Early Intervention Specialist or other community specialist in low vision will be helpful in providing assistance in these cases.

Some children with very limited vision will gaze directly at the sun as a source of stimulation. This can cause damage to the eyes and must be stopped!

Steps to playing with the child who is partially sighted or blind

Some children need help to play, especially in the beginning.

Show: this may mean touching the child with an object from the activity – on the face, hands, arms, body or feet as you give a simple description. It may also mean the adult narrates the activity and plays near the child for a few moments and pauses to arouse the child's curiosity. Do this a few times and then offer a turn.

Direct: the second stage is to give physical guidance. Some children will not need this direction and they should be encouraged to explore freely. The goal is to use every avenue available to introduce the child to the materials and support involvement.

Fade: be on the alert for the first signs of the child's self initiation and encourage these attempts by fading the amount of help. Remain engaged in the play but allow the child to take the lead.

Trial and Error: learning a skill usually involves trial and error. The trial and error activities may seem to be without purpose but this normal stage of playing should be supported.

Practice: the child may want to repeat the action many times and this serves to establish the learning. Once there is nothing more to be gained by the repetition, help the child move on by demonstrating a variation or the next step.

Mastery: the child is now confident in the activity. Skills are combined and may be transferred to new activities.

Final thought...

It is hoped that this booklet will provide **all children**, including those who are partially sighted or blind, with play experiences that are fun as well as supportive to physical, mental, social, and emotional growth. Let's support all children in developing confidence in their own capabilities!

Acknowledgements

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It is impossible to acknowledge all the sources for the following activities as they are derived from many years of experience working with children as well as the many dedicated Early Childhood Educators who care deeply about children.

The children and families I have been privileged to serve have taught me much of what I know. I am indebted to them.

I am inspired by my grandchildren, Nate, Euan, Anya and Nora, who are very serious about playing. They remind me of the wise words of Neville Scarfe, "Play is vital to all humanity. It is a human research activity. Play is the finest system of education known to man".

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Beanbag Fun



Objectives:

- Throwing
- Sorting
- Turn taking
- Tactile discrimination

What you need:

1. Sturdy fabric to make 6 pairs of beanbags (i.e. corduroy, denim, plush, burlap, vinyl, velveteen)
2. Bells (48)
3. Dried beans
4. Target (see below)
5. High contrast safety tape/Bristol board

Make six pairs of beanbags, about five inches square. You will need two of each texture. Securely sew the bells on each of the corners. Use one of the following beanbag targets:

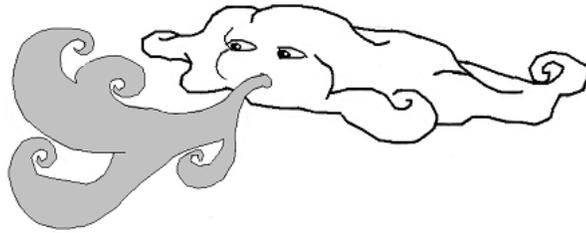
- a door of high contrast colour
- high contrast Bristol board attached to a door and striped safety tape around the edge of the Bristol board
- a large laundry basket or a foil-covered cardboard box

Child finds two beanbags that feel the same from a group of four and throws them at the target. (Beanbags can be hidden from sight, to make the activity a tactile matching exercise and to level the playing field.) An adult calls out from the target, if a sound cue is needed. The second child then has a turn. Gradually increase number of beanbags to sort.

Ready for more?

Make an A-frame structure with a large animal's mouth wide open. The children can feed the hungry animal with the beanbags.

Blow, Wind Blow!



Note: Wind activities are especially suited for children who are partially sighted or blind because wind is felt and heard.

Objectives:

- Sound localization
- Gross motor movement variety
- Interest, appreciation and knowledge about the wind

What You Need:

1. A windy day
2. Some options to try:
 - a. Plastic grocery bags with handles (with adult supervision)
 - b. Streamers (high contrast coloured crepe paper streamers attached to a shower ring or plastic bracelet)
 - c. Kites (bright colours, simple design)
 - d. Clothesline rope strung just above child's height, between two stationary objects to hang laundry (remove rope when adults are not supervising)
 - e. Clothespins and wet laundry
 - f. Pinwheels

Let's play:

On windy days talk about the wind with the children:

- Feel long hair blowing in the wind
- Listen for the wind by covering the ears and then uncovering.
- "Catch" the wind in a plastic bag by holding the handles above the head with the opening facing into the wind. Listen for the wind and feel the wind filling the bag.

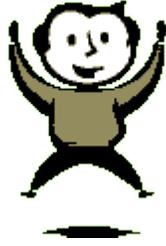
- Using clothespins hang up wet laundry on the clothesline and listen for the flapping in the wind. Check the laundry from time to time to see how long it takes to dry. Compare with laundry dried in the clothes dryer.
- Run into the wind and then run with the wind experiencing the resistance and assistance of the wind. (Child may need to hold adult's hand.)
- Place the wind chimes outdoors and find them by listening and moving towards the sound
- In a large open space have the child help hold onto the kite string. Allow the child to experience the power of the wind pulling the kite and listen for the sound of the wind on the string and the kite.
- Try pinwheels in wide open spaces and listen to the spinning sound. Later try them in a sheltered space and compare the two experiences.
- Have children hold streamers above their heads to fly in the wind. What happens when the wind blows and what happens when the wind stops?
- Open an umbrella and allow the wind to pull you along like a sail.

Ready for more?

Check the library for:

- "Feel the Wind" by Arthur Dorros
- "Watching the Wind" by Edana Eckart
- "Can You See the Wind?" By Allan Fowler
- "I Face the Wind" by Vicki Cobb
- "The Wind Blew" by Pat Hutchins
- "Windy Wednesday" by Phyllis Root
- "Millicent and the Wind" by Robert Munsch
- "Gilberto and the Wind" by Ezra Jack Keats

Bouncing Ball



Objectives:

- Gross motor movement variety
- Interaction with peers
- Turn taking
- Kinesthetic awareness

What you need:

Nothing!

Let's play:

Invite several children to form a circle and invite a child to be the "ball" in the circle centre. Adult leads a chant and guides (if necessary) the child who is the ball through the motions of bouncing, running inside the circle and twisting and turning around:

Jody is a great big bouncing ball (see "Hula Hoop Action" to teach jumping)

Up in the air and down he falls (child drops to ground)

Round and round the circle (help child turn around)

You can't catch me!

Twisting, turning 1, 2, 3 (guide child to keep feet stationary while torso turns to right and left)

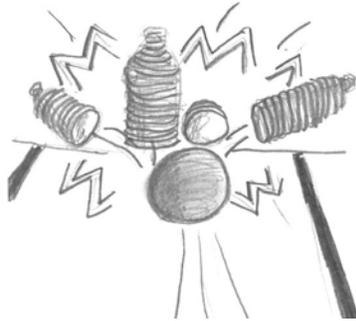
Each child has a turn and the adult describes what the Jody is doing for a child who is partially sighted or blind.

Ready for more?

Child can say what ball colour he wants to be (Jody is a big red bouncing ball.)

The child can invent new ball tricks.

Bowling



Objectives:

- Ball skills
- Bowling skills
- Sound localization
- Turn taking
- Interaction with peers
- Spatial awareness

What you need:

1. Plastic bottles (about 10)
2. Small stones
3. Balls: 1 to 3 balls, 8 inch size
4. Yarn, brightly coloured (to provide texture to pins)
5. White glue
6. Bristol board (colour that contrasts with pins)
7. Mat
8. High contrast safety tape or boards

Let's play:

With the children, make auditory, tactile bowling pins by applying glue to the sides of the bottles and then wrapping them with the cord or yarn. Allow time to dry. Put stones in the bottles and glue the lids closed. Use high contrast safety tape on the pavement or use boards to create a bowling lane. On a flat surface, stand the auditory pins up a few inches from a wall with the Bristol board attached to a wall behind the pins to create contrast. Play with two or three children at a time and have them stand on a mat to roll the ball and knock down the pins. If necessary walk the path before rolling the ball to practice orientation. Stand behind the

child to guide him/her through the motion so that he/she will feel your body movements. It may be helpful for an adult to stand at the pins and give auditory cues to encourage the child to roll the ball towards the pins, to practice sound localization. When the pins fall down, cheer and have the bowler help set the pins up for the next child.

Ready for more? Move the mat farther away from the pins.

Dance, Dance, Dance!



Objectives:

- Move to music
- Interpret music
- Interact with peers

What you need:

1. Variety of recorded music
2. CD player and extension cord
3. Silky scarves or crepe paper streamers (made by attaching brightly coloured crepe paper or ribbon lengths to a shower curtain ring)

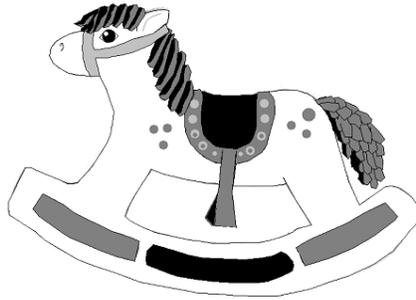
Let's play:

Recorded music turned up full volume so that it can be heard outdoors. Invite the children to dance anyway they wish to the music. Dancing outdoors allows for more movement because of the large space. Children who do not walk can dance in the adult's arms or by holding the adult's hands. Children in wheelchairs can join by moving the wheelchair in rhythm to the music or with someone pushing them while they wave a streamer.

Ready for more?

Children may enjoy singing, using a toy microphone or megaphone along with the music. Singing can be recorded and listened to later.

Horsing Around



Objectives:

- Movement on the horse
- Balance
- Climb on and off the rocking horse
- Making choices
- Interact with peers
- Pretend play
- Kinesthetic awareness

What you need:

Rocking horses or other animal rocking toy. Try to have a few on hand to promote interaction with peers.

Let's play:

Children sit on the rocking horses and chant with the adult:

Horse, horse, be on your way

We've been together for many a day

So let your tail go swish and your wheels go 'round

Giddy up, we're homeward bound.

I like to take a horse and buggy

As I go riding through the town

I like to hear old Dobbin's clip clop

I can make the clip clop sound

(Everyone makes the clip clop sounds and whinnies)

Note: Children who are blind must have hands-on experience with actual farm animals. Picture books and standing outside a pasture fence are of little value. Find an adult who is comfortable with animals who will encourage the child to get close enough to

touch, smell and feel all the way around the animal. It is necessary to do lots of touching, smelling and listening to make this experience meaningful.

Ready for more?

Sometimes say the following rhymes and then have the children choose which rhyme they want!

**Ride a cock horse to Banbury Cross
To see a fine lady upon a white horse
With rings on her fingers and bells on her toes
She shall have music wherever she goes**

OR

**Galloping, galloping, galloping,
How fast my pony can go, (child rocks quickly)
When he's tired we'll come home,
Slow, slow, slow (child rocks slowly)**

Hula Hoop Action



Objectives:

- Move in unison with peer
- Body awareness
- Positional concepts
- Jumping concept

What you need: Hula Hoop

Let's play:

Have one child stand inside the hoop and another on the outside, gently leading the child. The children must coordinate their movements. Guide the children to negotiate taking turns being on the inside and outside of the hoop.

Ready for more?

The children jump (or step) inside and outside the hoop on the ground.

Jumping in place or hopping: To teach, the adult moves behind the child who is blind (spoon style) and asks, "Will you jump with me?" When child agrees, both adult and child bend their knees to prepare to jump. The adult holds the child around the torso and helps the child jump up. Tell the child you will practice this together but soon he/she will be ready to jump without help.

Jumping Forward: Same as above, but the adult propels them both forward.

Rhyme:

Inside (jump or step inside hoop), **Outside** (jump or step outside hoop)

Give a little clap

Inside, outside

Give your knees a tap

Walking slowly slowly slowly

All the way around (walk around hoop)

Put your hands on your head

But don't sit on the ground!

I Wrote a Letter



Objectives:

- Walking trip to the mailbox
- Concept of sending and receiving mail
- Experience with a community helper
- Pretend play
- Concept of street addresses
- Environmental concept of neighbourhoods

What you need:

1. Letter size paper
2. Stickers (scented)
3. Markers (scented) and 20/20 pen or Sharpie for address
4. Table outdoors (weather permitting, or indoors if not)
5. Envelopes
6. Address
7. Braille labeler (optional)
8. Postage stamps

Note: This is especially fun to do about a week before Father's Day, Mother's Day, Valentine's Day or birthdays.

Let's play:

Children create a picture-letter to mail home using stickers and markers. If the child has useable vision, it may help to outline the paper with high contrast border. If the child could be a braille user, use a braille labeler for the child's name and a brief message. Otherwise, use the 20/20 pen to help the child print a short message and his/her name in an uncluttered space. The address is printed on the envelope. The adult helps the child fold

the bottom edge to top edge until the letter fits in the envelope and the envelope is sealed. Place a large black dot or raised line where the postage stamp should go and have the child place the stamp. The adult and children walk to the neighborhood mailbox and put the letter through the mail slot. Parents and children should be alerted to watch for the letter arriving in their home mailbox in a few days.

Ready for more? Invite a postal carrier to visit and have the children experience mail trucks, and mailbags. Later, provide a pretend mailbox on the playground with mailbags, wagons, tricycles and letters.

Play the game: *A tisket, a tasket*

<http://www.youtube.com/watch?v=eaDNekULpN4>

I'll Walk with You



Objectives:

- Increase in strength and stamina
- Cardiovascular benefits
- Experience and understand variety of outdoor concepts
- Learn outdoor vocabulary
- Orientation and mobility skills
- Sound identification
- Sound localization

What you need:

Magnifier (optional)

Binoculars (optional)

Bag to collect things (optional)

A white cane if the child uses one or wagon if the child is not ambulatory.

Let's play:

Go on a walking trip with one or two children, naming the environmental features such as the sidewalk, grass, street, curb as you discover them. A few suggestions to try:

- Cross the pavement making loud steps and quiet steps
- Crunch through the gravel; put some stones in a pocket
- Swish through the grass; feel the grass to see if it's wet
- Stomp on a sewer grate; drop some stones down to hear the kerplunk
- Climb up on the raised timber around a sandbox; feel for smooth and rough places on the wood. Jump down from the raised timber

- Hug a tree –
Reach up to find a branch and sit on a low branch.
Hold onto the low branch and swing.
Reach up and find a leaf. Feel the ground for fallen leaves and examine with a magnifier.
Bend down to find where the trunk goes into the ground and becomes a root.
Smell the tree; taste the tree with your tongue.
Use a magnifying glass to find a bug in the bark.
- Use binoculars to find street signs and store names.
- Walk up a ramp and run down again.
- Splash in a puddle.
- Find a big rock and lift it.
- Find a little rock and toss it.
- Walk in some sand and sit for a rest, remove shoes and wiggle the toes in the sand.

Jack-in-the-Box



Objectives:

- Increased strength through squatting and standing
- Interaction with peers
- Name recognition of peers
- Spatial awareness

What you need:

1. Large cardboard box that is shoulder height for the children (and wide enough for a wheelchair if necessary)
2. Box cutter

Let's play:

Cut any flaps off the top of the box so that the top is open. Now, invert the box. Cut the new top on three sides to make a flip top. The adult sets the box over the first child and asks him/her to squat down. A child in a wheelchair can play by bending forward and popping up on cue. Some children may be fearful of having the box lid shut all the way and an adult can prop it open a bit. The child who is partially sighted or blind can be introduced to the game in advance with a Jack-in-the-Box toy.

The adult leads the chant:

“(Owen) in the box, sits so still.

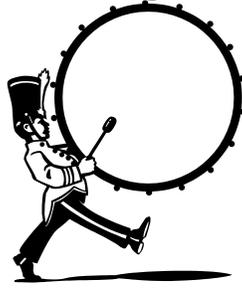
Will he pop up?”... (Child inside pops up on this cue)

Everyone shouts, **“Yes he will!!”**

Ready for more?

Child in the box can wear a clown hat. Have a few boxes on the playground for children to play with as they wish. Indoors, offer some Jack-in-the-box winding toys for children to practice wrist rotation.

Marching Band



Objectives:

- March and make sounds with simple instruments
- Turn taking
- Gross motor movement to music
- Interaction with peers
- Development of listening skills
- Laterality

What you need:

1. Rhythm band instruments such as tambourines, cymbals, drums, triangles, bells, rhythm sticks
2. Recording of marching band music
3. CD player and extension cord

Let's play:

Practice marching steps. The band leader has the drum and everyone else gets an instrument and follows the band leader around the playground with the music on full volume. The child who is partially sighted or blind will need verbal guidance. For example adult could say, "turn to the left" and gently guide. The music stops and children trade instruments so everyone tries a variety of instruments.

Ready for more?

Children can experiment with sound on the playground. How would a steel post sound if hit with a rhythm stick?
Make drums by using large empty coffee cans with the plastic lids glued on the can.
Some civic bands or symphony orchestras offer "petting zoos" for children to experience instruments close up – check out what your community offers.

The Old Grey Cat



Objectives:

- Running
- Interaction with peers
- Inclusive chasing game (everyone can join in if an adult provides sighted guide* for a child who is partially sighted or blind)
- Pretend play
- Spatial awareness
- Localization of sounds
- Use of the upper and lower protection technique*

What you need: Large jingle bells

Let's play:

The adult starts out being the Old Grey Cat wearing the large jingle bells to provide a sound cue. The children are little mice. The adult pretends to be a cat and meows and yawns and goes to sleep. Adult describes what peers are doing. Everyone else chants slowly, rhythmically and quietly:

The Old Grey Cat is sleeping, sleeping

The Old Grey Cat is sleeping, sleeping...

Shhh!

The little mice are creeping, creeping,

The little mice are creeping, creeping...

(Children scamper around the old cat quietly saying, "Squeak, squeak!")

Suspense builds as cat moves a bit in sleep but goes back to

sleep...suddenly everyone says, "**The Old Grey Cat is WAKING**

UP!" The cat meows and wakes up and chases the squeaking mice.

The Old Grey Cat says, **“I’m hungry, and I want a little mouse for breakfast”**. (Cat catches a mouse and gently hugs and playfully makes yum yum sounds.)

The captured mouse becomes the next Old Grey Cat.

Ready for more?

Read a story about a cat such as, “Slinky Malinki” by Lynley Dodd (This story can easily be adapted to use objects as illustrations.)

Arrange for a visit with a good natured cat.

Change the chant to the “Old Grey Shark is sleeping” with “the little fish swimming”.

*Protective techniques and sighted guide are taught by an Orientation and Mobility Specialist. Ask a CNIB Early Intervention Specialist about an orientation and mobility referral.

Painting the Town



Objectives:

- Opportunity to paint without concern for spilling on the floor
- Large arm movement
- Sensory feedback from fence pattern under the paper
- Kinesthetic feedback

What you need:

1. Wide roll of textured wallpaper (not vinyl) or other heavy gauge paper
2. Fence
3. Tempera paint in containers such as a coffee tin
4. Large brushes
5. Detergent (highly scented)
6. Paint smocks

Let's play:

Attach paper to the fence (about 6-10 feet long). Prepare paint in containers that are not likely to tip and put a generous shot of detergent in the paint. This will aid with clean up and give the paint an interesting scent. Painters wear smocks to protect clothing. Place paint on a table near the fence and if necessary guide the child so he/she knows where it is. Demonstrate how to dip brush in the paint and apply it to the paper. Two or three children can work on the mural at a time.

Ready for more?

Use rollers and paint trays

Parking Garage



Objectives:

- Spatial awareness by pedaling into the box
- Pedaling
- Large arm movements with painting activity
- Concept of forward and backward

What you need:

1. Large cardboard box (big enough for tricycle with a rider)
2. Box cutter
3. Tricycles or other riding toys

Let's play:

Cut the flaps off the top of the boxes and place box on its side near the tricycles. Demonstrate how to drive into the box garage by pedaling forward and back out by pedaling backward. Remind children not to back into anyone.

Ready for more?

Provide buckets of tempera paint and large brushes or rollers for painting the cardboard garages.

The garage can become a service station with the addition of tools for fixing and a gasoline pump.

Playnest



Objectives:

- Intentional independent movement
- Reaching
- Manipulating objects
- Creating sound

What you need:

1. Inflatable Playnest Ring (fabric-covered, inflatable ring for infants)
2. Kitchen utensils made of wood, metal, plastic with holes or rings, infant toys with sound, lights, and/or vibration)
3. Loop turner (available at sewing stores)
4. Elastic (1/4 inch) inserted inside plastic aquarium tubing. Elastic length should be less than 10 inches



Let's play:

Use the loop turner to pull the elastic through the plastic tubing. Make sure the elastic is long enough on either end of the tube so that it may be attached to the fabric on the playnest. Attaching can be done by sewing the elastic ends to the fabric. Place the child facing outwards with tummy over the inflated side of the ring and help the child reach for objects to explore. The inflatable ring makes tummy time comfortable and the attached toys make reaching rewarding because the objects stay in the same location so they can be remembered and easily located again.

Ready for more?

When the child needs a bigger space to move, use a play mat with interesting tactile and sound toys in fixed locations.

Reaching Fun



Objectives:

- Reach/grasp/explore intentionally
- Parallel play
- Cruise along fence
- Trailing experience
- Sound localization
- Tactile discrimination

What you need:

1. Playground fence
2. Small toys and objects such as a Slinky, vibrating toy, lighted toys, whisks, Mylar paper, beads, tricycle horns, pine cones
3. Tactile pictures
4. Elastic – ¼ inch
5. Plastic tubing
6. Loop turner (available at sewing stores)

Let's play:

Use the loop turner to pull the elastic through the plastic tubing. Make sure the elastic is long enough on either end of the tube so that it may be attached to the fence. Attach noisy toys and tactile activities to the fence using the plastic-covered elastic and tie at an appropriate height for children who are sitting or those who are able to cruise along a fence.

Ready for more?

Use pairs of objects. Say, "You found some crinkly paper – I found MORE crinkly paper the same!" Take turns making interesting sounds, including others in the game.

Ring Around the Rosie



Objectives:

- Gross motor skills of walking sideways, jumping, stepping back, bending
- Falling safely
- Interaction with peers

What you need:

Hula hoop

Let's play:

To introduce the game, have a few children hold onto the outside of the hoop, and walk sideways around the hoop, sliding their hands as they go. Before the chant, practice falling. Do the following chant:

Ring around the rosie

A pocket full of posies

Hush, hush hush (quietly)

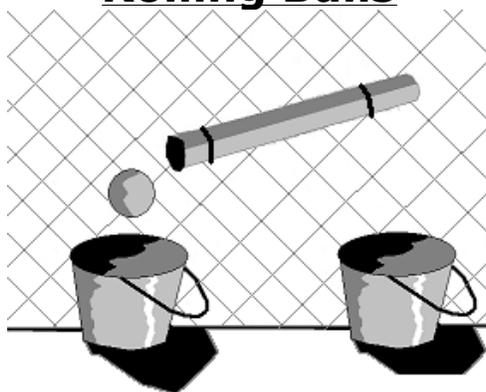
We all fall down! (model enjoyment)

Ready for more?

Last line options:

1. "We all jump up!"
2. "We all step back!"
3. "We all bend over the hoop!"

Rolling Balls



Objectives:

- Learn about gravity - balls roll down all by themselves!
- Square objects don't roll
- Ball play fun without losing the balls
- Turn taking
- Body awareness
- Identification of body parts
- Spatial and directional concepts

What you need:

1. Cardboard tube or PVC pipe about 1 meter long
(PVC pipe available wherever plumbing supplies are sold)
2. Balls that will fit through the tube (Fisher Price Sound Balls work well and fit through a 2 ½" tube)
3. Two pails or boxes
4. Wire or string to attach the tube to the fence (tuck in and cover any sharp edges with tape)

Let's play:

Attach the tube to a fence at a slight angle so that the ball rolls down. Make sure the children can reach the high end of the tube. Place the first pail with the balls at the high end and an empty pail at the low end. Have the child compare the high end to his body and the low end to a lower part of his body, naming the body part. The child puts the balls in the top end of the tube and the ball rolls down the tube and into the pail. When all the balls are gone, the child switches the pails to be ready for the next turn.

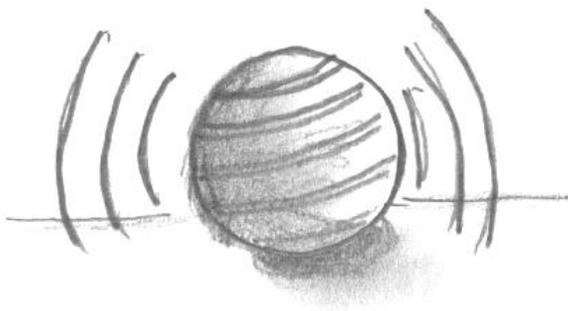
Ready for more?

Count the balls in the pail.

Try a wooden block to find out if it rolls. How can we get the stuck block out?

Try other gravity experiments such as throwing a big ball up the slide, down a ramp or onto a playhouse roof.

Sound Ball



Objectives:

- Sound localization
- Ball skills of throwing, catching, kicking
- Turn taking
- Gross motor play
- Coordination

What you need:

Ball with sound such as Beeperball, Jingle Bell Balls and Audiballs (available at Flaghouse.ca)

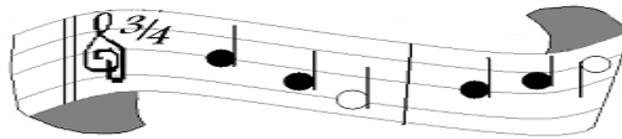
Let's play:

Start in a very small area rolling ball back and forth among a few children, naming the child who has the ball. An adult should give simple verbal description of what is happening. For example, adult could narrate, "The sound is quiet-that means the ball is far away", or, "Grace has the ball now; she's rolling it to Lucas." Gradually expand the game to a larger area and include more children.

Ready for more?

Children can help make balloon sound balls by placing beans, rice, or small bells inside the balloon before inflating the balloon. Jumbo party balls are available at some dollar stores.

Sound Chimes



Objectives:

- Intentional movement across the playground
- Creating sound
- Interaction with peers

What you need:

1. Hole punch
2. Colored cord
3. Foil pie pans (medium and large size)

Let's play:

Have the children help punch holes in the top of aluminum pie plates and string them about six inches apart on a cord, tying them in place with a knot on each side of the pie pan. The cord should be long enough to tie between two stable supports on the playground. The length of cord should be suspended at a height just above the children's heads. Children can use hands or a rhythm stick to activate the sound chimes.

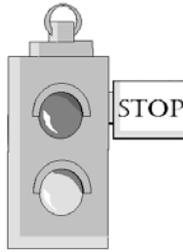
Ready for more?

Experiment with sound by making other sound chimes. Recycle old kitchen utensils such as soup ladles, measuring spoons, potato mashers and hang them up where they can clatter together in the wind.

Note: Use a wind chime as a constant fixture on outdoor playground equipment to provide a sound cue. The auditory cue will remind the child who is partially sighted or blind of play opportunities and arouse curiosity, much the same as seeing the opportunity.

A wind chime is also a handy auditory cue for the entrance door as well.

Stop and Go Game



Objectives:

- Interaction with peers
- Concept of stop and go
- Auditory skills
- Awareness of traffic signs
- Awareness of braille

What you need:

1. Recorded music that is lively
2. CD player and extension cord
3. Various riding methods (stroller, wagon, tricycle, wheelchair, toddler riding toys, scooters)
4. Smooth outdoor play area
5. Braille labeler

Let's play:

When music plays everyone goes. When it stops, everyone stops. Be sure to shout out "Stop" and "Go" as appropriate.

You can play this while child is:

- in a stroller
- in a wagon,
- in a wheelchair
- on a tricycle.

Ready for more?

Instead of the music, use an octagon STOP sign and a circle GO sign. A triangle yellow caution sign can be added to cue children to slow down. Be sure to have the child who is partially sighted or blind close enough to see or feel the signs and touch the braille label.

Strummin' Fun



Objectives:

- Grasp a spoon
- Active movement outdoors
- Extend arms and move the arms across body
- Cause and effect sounds

What you need:

1. Large sheet of corrugated cardboard
2. Spoons and spatulas

Let's play:

Attach a corrugated sheet to a fence low enough for the children to reach. Give the children large spoons or spatulas and demonstrate how to run it across the ridges to create an interesting sound. You may want to attach the spoons to the fence with a string so they don't 'walk' away. Allow only one or two children to play at a time, so the sound is not confusing.

Ready for more?

Have two sheets of cardboard. Attach one with the ridges positioned vertically and the other positioned horizontally and encourage the children try various arm movements.

Talking Drum



Objectives:

- Variety of gross motor skills
- Rhythm experience
- Listening skills
- Following directions

What you need:

Drum with mallet

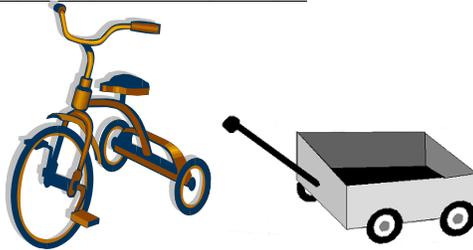
Let's play:

Tell the children that you have a special talking drum and it will tell them what to do. If the drum beats slowly, then the feet move slowly. If the drum beats a skipping pattern, then the children skip about the playground. If the drum beats a loud pattern, they stomp. If the pattern is soft and quiet, they tiptoe. If the drum stops, the children must stop in place.

Ready for more?

Give each of the children a chance to be the drummer. Have a drummer visit and do a drum recital.

Tractor-Trailer



Objectives:

- Interaction with peers
- Increased strength and stamina
- Pedalling experience
- Pretend play
- Concept of towing
- Concept of tractor-trailers
- Environmental concepts

What you need:

1. Tricycle
2. Wagon
3. Cord
4. Binoculars (optional)

Let's play:

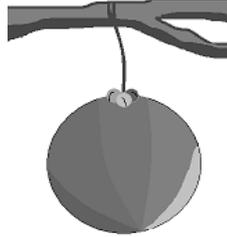
Ask two children to help tie the tongue of the wagon to the back of the tricycle. Use their ideas to tie it on, allowing for some trial and error. Once the attachment is ready to go, have them decide who will ride in the trailer and who will be the driver. Help them negotiate so that each gets a turn as the driver and the passenger. How is pedaling on a level surface different from pedaling on a grade? What happens when you ride over gravel in the trailer? What happens when you drive around a corner with a trailer?

Ready for more?

If possible, have an actual tractor-trailer visit and give the children lots of time and opportunity to walk all around it, experiencing the size and all features of the cab and trailer. Verbally label the features as they are touched. Talk to the driver about the load that he/she pulls and the power of the engine. If

the driver allows, have the children sit in the cab. Later, on the playground, ask the tricycle driver how much of a load he/she would like to pull. If there is a road nearby, have binoculars handy so that the children can listen for and observe tractor-trailers.

Tethered Toys



Objectives:

- Concept of suspended objects coming back to the same resting place
- Reaching and pushing
- Use of upper protection technique*

What you need:

1. Beachball with bells attached
2. String
3. Stuffed animals with arms (optional)

Let's play:

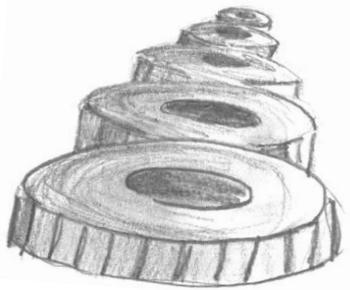
Have the children help loop the string around the stopper-valve and tie it. Feed the long end of the string through a ring of jingle bells so they rest on the top of the ball and jingle when the ball is moved. Suspend the beach ball from a tree branch or horizontal bar making sure it is just above the children's head level. If teaching upper protection, try lowering the ball to practice this skill. If necessary, help the child reach up and smack the ball.

Ready for more?

Child can also use a racket to swing at the ball. Another time invite children to bring a special stuffed animal from home. Tie a string to each of the feet and suspend it from a branch, making sure it is just above head height. Take care no one is bumped by the swinging toy.

* Protective techniques are taught by an Orientation and Mobility Specialist. Ask a CNIB Early Intervention Specialist about an orientation and mobility referral.

Tires



Objectives:

- Variety of gross motor skills
- Increased strength and stamina
- Balance
- Coordination
- Spatial concepts

What you need: Several tires. Drill holes in the bottom of tires to prevent stagnant water. Ensure the tires don't have exposed steel cables with sharp edges.

Let's play:

Place tires end to end to create a walking path that requires stepping up and over into the hole to follow the pathway. If a child is an unsteady walker, place the walking path near a fence so that holding on is possible. Ensure the child who is partially sighted or blind is not hurried by other children.

Ready for more? (Children will probably invent the following activities and many more on their own.)

- Try walking backwards through the tires.
- Child rolls a tire around the playground in an area where there are no other children who might get bumped by a runaway tire. Close supervision required.
- Adult holds a tire up and allows the child to crawl through the centre.
- Child walks around the tire rim.
- Child sits on the tire rim and bounces.

Treasure Hunt



Objectives:

- Experience moving through playground space
- Walk on even and uneven ground
- Gross motor variety
- Following directions
- Experience with spatial concepts
- Environmental concepts

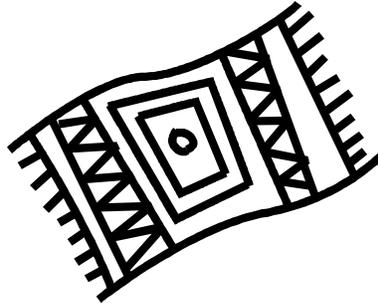
What you need:

1. Brightly coloured cord
2. Notes with clues
3. Braille labeler (optional)
4. Prize

Let's play:

Before the children arrive, attach the cord to a fixture near the door where the children enter the playground. Then attach the cord to a fixture several meters away and continue attaching the cord around the playground at several intervals. Attach a note that has directions at each interval in large print and braille. The children follow the cord around the playground, stopping at each note. Try to include various surfaces such as gravel, pavement, and snow or grass. At each stop the children find the note that gives a clue to the next location. For example, the first clue might read, "Follow the cord to something that grows very tall and gives us shade in summer." When everyone gets to the tree, have a note that reads, "Follow the cord to something that has three wheels", and so on. At the end have a treat or surprise for everyone to share.

Tummy Time Magic Carpet Ride



Objectives:

- Motion experience
- Lifting the head
- Balance

What you need:

1. Blanket medium size
2. Music (optional)

Let's play:

Have the child lie on his/her tummy on a blanket while an adult gently pulls the blanket across the ground.

Ready for more?

Have the child sit up while being gently pulled. Another time an adult holds the child's hands and another adult holds the child's feet and they swing the child gently close to the ground. Use a hammock and put two children in for a ride while you sing, "Swing Low, Sweet Chariot."

<http://www3.clearlight.com/~acsa/introjs.htm?/~acsa/songfile/SWINGLOW.HTM>

Roaming in the Gloaming



Objectives:

- Locating peers in distance
- Experience with various weather conditions
- Weather vocabulary

What you need:

Flashlights (with good batteries)

Translucent cellophane in various colours (optional)

Let's play:

In the following weather conditions:

- late winter afternoon
- misty conditions
- foggy conditions
- summer evening

Before going outdoors, discuss flashlights and compare to table lamps. Since there is no electrical cord, what makes the light in the flashlight work? Examine a flashlight without batteries – does it work? Which is heavier: the flashlight with batteries or the one without? Compare the temperature of the flashlight that has been turned on for awhile with a flashlight that is turned off. Explain that flashlights should not be directed into eyes as this may be painful for some people. Discuss the current weather condition using consistent weather terminology.

Outdoors, half the children move away and hide with flashlights turned on. The other half go looking for them using their flashlights to help them move about safely in the low-light condition. When all are found, the groups exchange roles.

Ready for more?

Cover the flashlights with translucent coloured cellophane, fastened on with an elastic. Try shining the lights on different surfaces to examine the effect.

Tulip Story



Objectives:

Concept of gardening
Tactile experiences with soil and bulbs
Olfactory stimulation
Pretend play
Concept of seasons
Interaction with peers
Use of simple adaptive technology
Directional/positional concepts

What you need:

1. Tulip bulbs, 10 red and 10 yellow. Also, ask the garden centre about a very fragrant variety such as Peach Melba
2. Small garden
3. Spades
4. Braille labeler (optional)
5. Magnifier (for looking at stones, bugs or worms)
6. Leaves and a white blanket for snow in the interactive story

Let's play:

Include the children in a trip to a garden centre to purchase the bulbs. Have the children handle the bulbs, feeling the pointed tops and the bottoms with the dried-up roots. On a nice autumn day everyone helps dig and plant according to the directions on the bulb package. Smell and feel the soil. Sift the soil through the fingers to find little stones, bugs or worms. Place anything of interest on a high contrast paper and view with a magnifier.

Plant the yellow bulbs together in a clump and the red bulbs together in a clump a few inches apart so that there is a color contrast the next spring. If you have fragrant-type tulip bulbs, plant them in a clump so the children will be able to enjoy the concentrated fragrance once they bloom. After covering the bulbs with soil and watering them, talk about the bulbs resting under the ground until next spring. Talk about the months of the year and the seasons. Create a sign as a marker so that the children can find the bed to check for growth in the spring. Use a braille labeler to create the word 'tulip' on the sign, if that is appropriate. In spring, when the tulip leaves begin to poke through the ground, track the growth daily.

After you plant the tulip bulbs, tell the following interactive 'Tulip Story' with four children assuming the following roles:

1. Tulip Bulb
2. Spring Breeze
3. Spring Rain
4. Warm Sun

Tulip Story

One warm, autumn day little Tulip Bulb (Child # 1) goes to sleep in a warm, little bed in the dark, (Child # 1 curls up and pretends to sleep on a blanket.) Tulip Bulb sleeps on and on, all autumn, beneath the earth. The tree leaves fall and make a warm covering over the bed. (Sprinkle some leaves on Child # 1.) Then the snow comes and falls lightly on the bed and it is very quiet as Tulip Bulb sleeps on and on through the long, winter months. (Cover Child # 1 with the white blanket.)

One day Spring Breeze (Child # 2) comes and says, "**Wake up, Tulip Bulb!**" (Child # 2 says, "**Wake up**", and nudges Child # 1.) But Tulip Bulb moves and yawns and goes back to sleep. Then Spring Rain (Child # 3) comes and melts the snow and says, "**Wake up, Tulip Bulb!**" But Tulip Bulb just yawns and says, "**Not yet**", and goes back to sleep.

The next day Warm Sun (Child # 4) comes and warms the earth and booms, **“Wake up, Tulip Bulb! It’s time to wake up!”** Tulip Bulb wiggles a bit and says, **“Just a little bit longer”**, and goes back to sleep.

The next day Spring Breeze comes, then Spring Rain comes, and finally Warm Sun shines and they sing together, **“Wake up, Tulip Bulb!”** (All three speak together.) This time Tulip Bulb wakes up and stretches up and up. (Child # 1 slowly stretches up.) Some beautiful, green leaves poke through the garden. Tulip Bulb stretches more and more every day and finally, a bold, red tulip flower opens up like a cup. (Child # 1 raises arms and stretches upwards with open hands.) Everyone speaks together: **“Hello, Beautiful Tulip! It’s Spring, and we have been waiting for you!”**

Note: The children will probably want to have turns with the various roles.

Farmer in the Dell – Pick Your Own



Objectives:

- Make the connection between the farm and table
- Experience strawberries (the first fruit of the season)
 - a) where they grow
 - b) when they are picked
 - c) how to pick them
 - d) enjoy taste, smell and feel of strawberries
- Meaningful contribution to others

How to prepare:

In June, begin the strawberry adventure with the child by going on a shopping trip to buy strawberries. Later, when enjoying them, discuss how strawberries get to the grocery store. On the day before the excursion, be sure to call the farm to ensure there will be a plentiful crop. On the morning of the excursion, pack a picnic lunch, hand sanitizer wipes to use before the picnic and a wide-brimmed hat. Apply sunscreen. Be sure to wear older clothing and shoes. If a magnifier is appropriate, bring one along. If you have a couple of 4 litre baskets, take them along so you won't have to buy them. Bring a video camera if you wish to record the memories. Discuss how you will look for only the red strawberries because that is when they are ripe and ready to eat.

Let's play:

Often there is a tractor and wagon ride out to the field and this is usually a bumpy, fun ride. Take time to explore the tractor. At the strawberry patch, explore the leaves. This may be a time to get out the magnifier and have a closer look at the details of the plant. Find where the stems go into the earth. Discuss how the

strawberry plant needs the warm sun, rain and soil to grow. Gently move the leaves to feel and look for strawberries. Gather just enough berries to keep the child interested. You may want to have a water bottle handy to rinse off the berries for a taste! Pick an unripe berry for a taste experiment. When ready, have a break and enjoy a picnic.

After the picnic pick more berries, and call it a day before fatigue sets in! Make sure to take some berries home to share with family and friends. Try to think of someone who is elderly or not well as a recipient of some of those delicious berries and involve the child in the giving.

Ready for more?

Read "The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear" by Don and Audrey Wood

Read "The Little Red Hen" author unknown

Make strawberry jam – children love to help pull off the hulls and mash. The warm jars feel nice but the smell and taste of fresh strawberry jam is best of all.

Other Pick-Your-Own crops:

Corn - August

Apples – September

Pumpkins - October

Sailing, Sailing



Objectives:

- Movement
- Concept of sinking and floating
- Experience with wind, water and boating concepts

What you need:

Windy day

Toy sailboats with high contrast colour

Hose

Food colour (optional)

Wading pool (If the child has some vision, avoid pools with busy patterns but opt for a plain colour that will provide contrast.)

Let's play:

Find an open space where the wind can blow. Have children help fill the pool with water almost to the top so that the sailboat can move with wind currents. If the water needs to be more visible, add food colouring. Talk about the boat floating and sailing across the pretend lake. Child may enjoy tying a string to the sailboat and pulling it through the water. Wearing a bathing suit adds fun possibilities. Have the child throw some sinking and floating objects into the water to compare sinking and floating.

Ready for more?

Take the sailboat to a real pond.

Make a paper sailboat by visiting:

http://www.ehow.com/how_5575_make-origami-sailboat.html.

Go on a real boating excursion.

Read "Grandma and the Pirates" by Phoebe Gilman, a story about a girl and her grandma who have adventures on a pirate sailboat!

Wading Pool Fun



Objectives:

- Strength and stamina through lifting heavy objects
- Cause and effect

What you need:

1. Wading pool (avoid patterned pools so that rocks are more visible)
2. Bucket of rocks (rocks that are too large to put into the mouth)
3. Hose

Let's play:

Have children help put several inches of water into a pool. Give them a few buckets of rocks and demonstrate how to drop a rock into the pool to make a splash! Talk about sinking.

Ready for more?

Children can help you collect rocks.

Children can load rocks into a wagon and pull the wagon.

Try dropping wooden blocks into the water and introduce floating vs. sinking.

Add some sponges of various shapes and sizes.

Child wears a bathing suit and gets in to retrieve the rocks.

Water Fun in the Sun

Objectives:

- Active outdoor play in hot weather
- Climbing
- Interaction with peers
- Body awareness
- Spatial awareness

What you need:

1. Climber with slide (toddler slide fine for 3 years and under)
2. Hose and sprinkler
3. Gym mat or other soft landing pad
4. Towels

Let's play:

On a hot day prepare the children with bathing suits, sunscreen and sunhats. Name each body part as you apply sunscreen, to promote body awareness. Have the child who is partially sighted or blind help place the gym mat at the bottom of the slide and put the sprinkler on near the slide so that it lightly sprinkles the slide. Encourage him/her to feel the wet slide. Have an adult guiding at the top of the slide and another adult guiding at the bottom of the slide as it may be slippery. Children can run by the sprinkler on their way to the climber for another turn.



Claude Monet, Anyone?



Objectives:

- Opportunity to explore art
- Interpret outdoors artistically
- Explore colour and texture
- Experiential literacy

What you need: (feature 1 medium art per day)

1. Tempera paint (wide bottom containers to prevent spillage)
2. Detergent to add to paint to aid in removing spots from clothing
3. Paint smocks
4. Consider scented detergent or fine gauge sand to make paint multi-sensory
5. Glitter
6. Heavy gauge paper
7. Brushes of various sizes
8. Paint easel or table
9. Fabric pieces of various sizes and textures
10. Clay for sculpture
11. Scissors and glue
12. Wash up bucket and towels

Let's play:

Prepare for this activity by discussing artists as people who find interesting materials and subjects to inspire them to create. Plan a trip to an art gallery and explain to the visitor coordinator in advance that there will be some children with partial sight or blindness and inquire how the experience can be made

accessible. Often galleries and museums will make special arrangements to accommodate for tactile opportunities.

During the art gallery trip, discuss what the artists did to create their art. In the days following the trip help the children find some subjects and set up a studio outdoors. Artists wear smocks. Day # 1: paints, paper, and an easel or table, taking care to fasten the paper to a surface so it doesn't blow away. Once the child has finished with paint, offer some glitter to shake on. Day # 2 offer various fabric pieces, scissors, and glue. The tactile picture can be applied to heavy gauge paper. Day # 3 offer clay and some utensils to help cut and shape the clay.

The studio should be near some interesting subjects such as:

- Flower gardens with colours, scents, and various textures
- Construction equipment
- Shiny colourful cars, boats or trucks
- People
- Balloons

Ensure the child who is partially sighted or blind has opportunity to explore the art medium and subjects in a multi-sensory way.

Ready for more? The above suggestions are only a beginning – expand subjects and art medium.

Read "[Katie meets the Impressionists](http://www.amazon.com/Katie-Meets-Impressionists-Scholastic-Bookshelf/dp/0439935083#)" by James Meyhew <http://www.amazon.com/Katie-Meets-Impressionists-Scholastic-Bookshelf/dp/0439935083#> This is a story about a child who walks into Monet's paintings and has some adventures.

Ask your CNIB Early Intervention Specialist about borrowing a closed circuit television (CCTV) and use it to look at some art books.

Fall Fun in the Leaves



Objectives:

- Gross motor skills (jumping, raking, climbing, rolling)
- Interact with peers
- Olfactory experience

What you need:

1. Several bags of leaves (without sticks or other debris)
2. Playground slide or toddler slide
3. Rakes (adult size and children's size)

Let's play:

Introduce a small pile of leaves to the children. Experience the sounds and smells of the leaves in small increments: walking through the leaves, touching the leaves, and throwing some leaves in the air. Model enjoyment! The next day have the children help dump the bags of leaves all around the bottom of the slide. Then everyone gets a turn to slide into them. Have an adult at the bottom to help each child get on his/her feet and climb up for another turn. When the leaves get spread, out have the children rake them into a pile again.

Ready for More?

Leaves are fun to jump into and an adult's helping hand will encourage all the children to participate in this natural childhood experience. A child's picnic table makes a good launching pad for jumping into leaves.



Winter Appreciation



Objectives:

- Strength and stamina through lifting and moving snow
- Winter appreciation and understanding of concepts relating to winter activities
- Spatial awareness
- Colour concepts
- Pretend play

What you need:

1. Fresh snow
2. Snow shovels
3. Sensory table or baby bathtub
4. Separate bins of pails, pots, muffin tins, little people, toy vehicles and toy animals
5. Food colour (optional)

Let's play:

Before you go outside, introduce the bins to the children, explaining what they are for and where they will be. Together, place the bins on a bench near the outdoor sensory table. Have children help you shovel the snow into the sensory table. At the end of outdoor playtime, have the children help separate the toys into the bins and clear the snow from the table.

Ready for more?

Children love using real tools so make sure adult and child size shovels are available for making pathways.

Bring snow indoors and put into the sensory table or baby bathtub and offer spray bottles of water mixed with red, yellow or blue food colouring.

Offer snow indoors in individual bowls with bottles of coloured water and eye droppers for each child to drop colour in the snow.

Winter Ice Balls



Objectives:

- Learn about the effects of temperature on water
- Tactile experience of ice
- Colour concepts
- The effect of water inside the balloon

What you Need:

- Round balloons
- Food colour (a few different colours)
- Scissors
- Water
- Fabric measuring tape

Let's play:

Before going outside, discuss the following: What would happen to flat balloons if you put water inside? What happens to water on a cold day? What happens to ice if you bring it indoors? Have the child help fill up several round balloons until they are the size of tennis balls. Drop a little food colour inside before tying each balloon. During outdoor time, place the balloons on a tray and leave out to freeze. Next day cut away the balloons and talk about the colours. Discuss what happened to the water. Later bring the ice balls indoors and feel the balls with mitten-covered hands then bare hands. How does it feel? Leave them on trays to observe during the day and record the measurements.

Ready for more?

Ask what would happen if you put one ball in the refrigerator. Try it and observe the time it takes to melt and compare to other balls at room temperature.

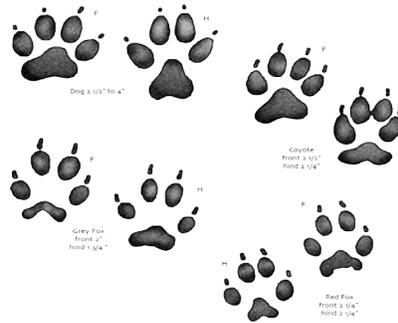
Read and listen to "[The Snowy Day](#)" by Keats

www.youtube.com/watch?v=AEmBTYc7lvo

Offer ice cubes to taste

Read "[The Black Book of Colors](#)" by Menena Cottin and Rosana Faria

Animal Tracks



Objectives:

- Tactile tracking
- Interact with peers
- Pretend play

What you need:

Sno Stompers (A heavy animal track impression that straps securely to boots.)

Let's play:

Discuss animal tracks and how tracks can be followed in winter to find an animal. Before going outdoors, demonstrate how an impression can be made in a tub of snow. Make sure the child who is partially sighted or blind feels the impression and understands this is how a track is made. Later, when outdoors, the 'animal' wearing Sno Stompers goes ahead of other children through fresh snow and hides out of sight. Children pretending to be zookeepers or hunters follow the tracks to locate the 'animal' and capture it. The children may be partnered by holding hands. Make sure the children feel the impression in the snow and discuss how large the animal might be according to the depth of the impression.

Ready for more?

The wily 'animal' may backtrack or climb over a rock or climber to trick the trackers.

Later go for a walk in the woods and find tracks and discuss what or who might have made the tracks.

Outdoor Play Resources

Sources below are for materials listed in the activities in this book or are play activities that stand on their own. All are especially suited for children who are blind or partially sighted.

Item	Source
Musical Rhythm Ribbon Wands	FlagHouse.ca
Audiballs with Jingle Bells	FlagHouse.ca
Beeperballs	FlagHouse.ca
Loop turner	Fabricland
Plastic tubing	anywhere aquarium supplies are sold
20/20 Pen https://www.braillebookstore.com/cart.php?Action=ViewPic&Pic=20pen&Tit=20/20%20Pen	
Braille Labeler	store@cnib.ca
Rhythm Sets	any toy store
Rainbow Hoops and Wands	FlagHouse.ca
Windwands	FlagHouse.ca
Hop Balls (2 handled)	FlagHouse.ca
Baby Walk (walking mat)	http://www.mastermindtoys.com
Wrist Punch Ball	FlagHouse.ca
Binoculars http://www.toysrus.com/family/index.jsp?categoryId=2256540	
Bozo Bop Bag http://www.chapters.indigo.ca/toys/Bozo-Original-Bop-Bag/815895011785-item.html	

Sno Stompers

<http://www.mastermindtoys.com/Ideal-Sno-Stomper.aspx>

Safety Trampoline

[ableplay.org](http://www.ableplay.org)

Play Tent

any toy store

Marching Music

<http://melaman2.com/music/militarymusic.html>

All Inclusive Playground Equipment, including sound and music components

<http://www.littletikescommercial.ca>



Custom Inclusive Playground

www.flaghouse.ca

References

National Association for the Education of Young Children (NAEYC). The Value of School Recess and Outdoor Play. Retrieved January 18, 2013 from website:
<http://www.kidsource.com/kidsource/content4/school.recess.html>

Eden, S. and Huggins, L. (2001) YMCA Toronto, YMCA Playing to Learn, Curriculum. YMCA of Greater Toronto, 2001

Artist unknown, Strawberry and the Mouse picture. Retrieved January 18, 2014 from website:
https://www.google.ca/search?q=mouse+and+strawberry+picture&rls=com.microsoft:en-us:IE-SearchBox&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=1I7SUNA_enCA314&redir_esc=&ei=-uEKUZ2YIK6tygHrg4GgBQ